

## PPAT® Assessment

### Library of Examples – Early Childhood

#### Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

**The work you submit as part of your response to each task must be yours and yours alone.** Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

#### Guiding Prompt for Task 3, Textbox 3.1.2

- What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

#### Example 1: Met/Exceeded Standards Level

- For this lesson, I plan to use the following instructional strategies; direct and indirect instruction, experiential learning, and independent study. My rationale for using direct instruction in my lesson is that I can explicitly teach, use drill & practice, questioning, and demonstrations for various portions of this lesson to introduce the content. My rationale is, I feel direct instruction is an effective teaching method that will allow students to grasp the idea of counting groups of 5 and to identify ordinal numbers 1-5 with repetition. My rationale for indirect instruction is students will need to learn to problem solve on their own. I plan to assess students on how well they can identify numbers. I want students to learn to be reflective of what is taught and use their background knowledge to accomplish new learning goal. My rationale for planning using experiential learning is that children learn best sometimes by storytelling, games, and role playing at this age. My rationale for independent study that it gives the students an opportunity to reinforce skills and synthesize their new knowledge by completing a task on their own and away from the teacher's guidance.
- The instructional strategies I have planned: direct, indirect, experiential and independent relate to the learning goals by emphasizing and taking advantage of the opportunities

available within each one these strategies in order to attain understanding of the content and to facilitate student learning. As you can see, if you refer to my lesson plan artifact, I give plenty of opportunities for my students to use their previous knowledge in order to relate it to the lesson, all of which are being taught with the learning standards required for the students to attain.

- c. My decision to plan to use whole group instruction to facilitate learning is based on the level of my students. It is because this content is probably new to many of my students I felt the best method I could effectively introduce the concept would be through whole group. I know that my students respond well to story time and music. Therefore, I knew they would work well during whole group when I read and introduced the counting song. It is also because it is still early in the year and small group work or centers have yet to be introduced. What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

Where does the candidate connect instructional strategies and learning goals?

How does the candidate justify the type of group instruction planned for the lesson?

Why is the analysis of instructional strategies *clear*?

### **Example 2: Did Not Meet/Partially Met Standards Level**

- a. The different instructional strategies I plan to use to engage students in the lesson and to enhance their learning are collaborative learning, pairing students; pairing a student with weaker skills, with a student with stronger skills. In the hope that the student with the stronger skills can encourage and help the student that is weaker, with a desire to work harder to increase his/her academic skills. My rationale for doing this was twofold, 1. To benefit the student with the weaker skills, by strengthening skills, motivating and building his/her self-esteem, as well as teaching the student that is doing well, that it is good to help others, and at the same time he/she continues to excel.
- b. Instructional strategies connect to learning goal (s) to facilitate learning by allowing the students to help each other. 1. Give each student an opportunity to answer a question about the lesson – provide positive reinforcement to each student. 2. Allow a student with stronger skills to be a roving helper, for students that need help; if possible the student that is the kinesthetic learner, might just be the student to rove.
- c. My belief that students grasps concepts better in small groups, even one – on- one instructions that is what informed my decision to use individual, and small group instruction to facilitate student learning. This also helped me to better recognize the strength and weakness of each student.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?

Where does the candidate connect instructional strategies and learning goals?

How does the candidate justify the type of group instruction planned for the lesson?

Why is the analysis of instructional strategies *minimal*?

## **Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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